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APRIL, 1924

No. 1

BULLETIN

State Teachers College

FREDERICKSBURG, VIRGINIA



Summer Quarter

1924

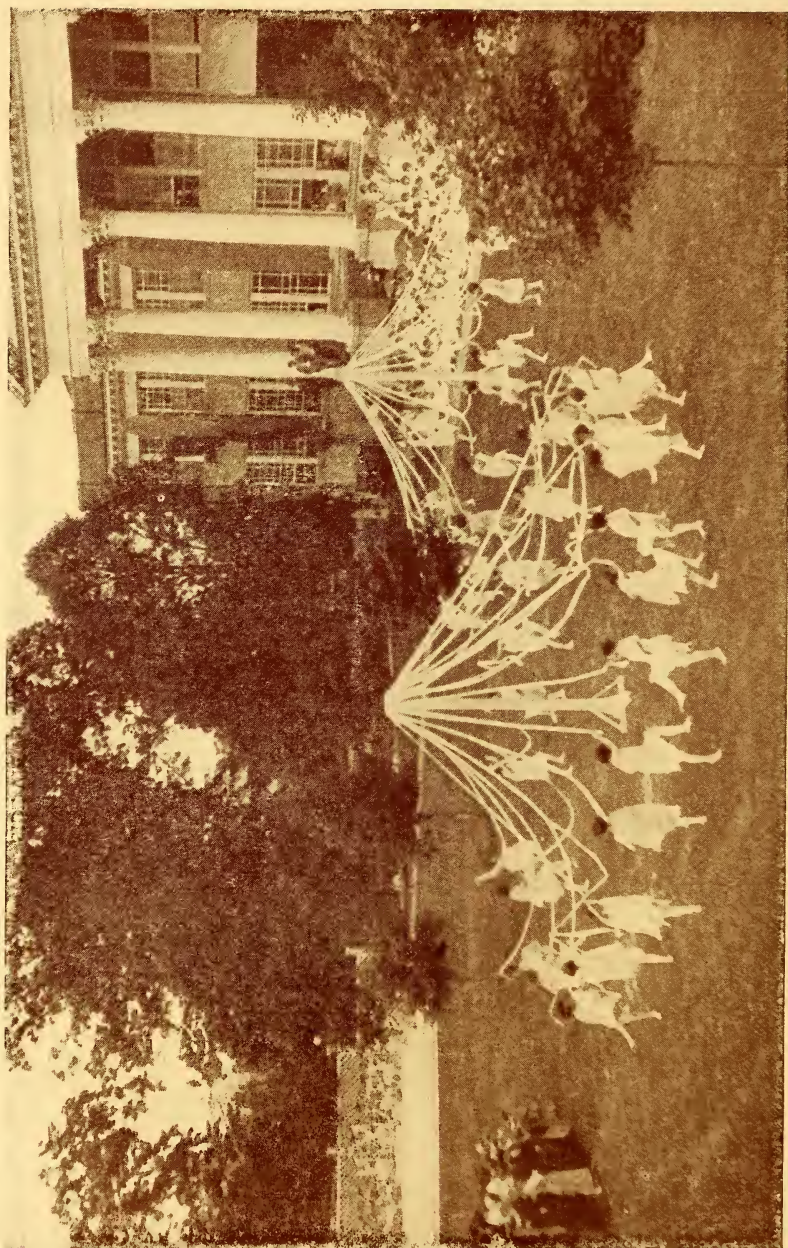
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SIDE VIEW OF MONROE HALL AND CAMPUS



MAY DAY SCENE ON THE CAMPUS

BULLETIN

State Teachers College

FREDERICKSBURG, VIRGINIA

Summer Quarter

First Term: June 16-July 25
Second Term: July 28-August 29

PORTSMOUTH, VA.:
PRINCRAFT PRESS, INC.
1924

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The State Teachers College at Fredericksburg is supported by the State of Virginia in order that the young women of Virginia may have opportunity for preparation as teachers and home builders.

The summer quarter is as follows: First term, June 16-July 25; second term, July 28-August 29.

The winter session begins about September 20.

Any one interested in either the summer session or the regular winter session, may secure full information, catalog, etc., by writing

A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Summer Quarter

OFFICERS

A. B. CHANDLER, JR.
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Dietitian and Assistant to Dean of Women

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Librarian

EVA OLIVER
Assistant Librarian

Faculty

A. B. CHANDLER, JR., B. A., M. A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and M. A., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of News-Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; President Fredericksburg State Normal, May, 1919—.

BUNYAN Y. TYNER, B. A., M. A.

DEAN, AND EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education; Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session 1919; Fredericksburg State Normal School, 1912—; Professor in Education, Wake Forest College, Summer Session 1921—; Dean and Registrar Fredericksburg Normal Summer Quarter, 1922—.

CLYDE BUSBY, B. S., M. A.

EDUCATION

Graduate State Teachers College, Kirksville, Mo., with B. S. Degree; M. A., Teachers College, Columbia University, majoring in Education; Assistant Professor of Education, College of William & Mary, two summers; Principal in Richmond City Public School system.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg Normal School, 1911—.

WALTER JORSENSEN YOUNG, A. B., A. M., Ph. D.

HISTORY AND GEOGRAPHY

A. B., Richmond College, 1907; A. M., 1910; Ph. D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy, Hampden-Sidney College, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Va., 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919—.

MISS LENA B. HENDERSON, M. S.

NATURE STUDY AND BIOLOGY

University of Tennessee, B. S. Degree; Graduate Study Biological Laboratory, Cold Spring Harbor, Long Island; M. S. Degree, Cornell University; Teacher Biology, Central High School, Knoxville, Tennessee; Instructor Biology, University of Tennessee. Adjunct Professor Biology, Randolph-Macon Woman's College, Lynchburg, Va.

J. H. CHILES, C. E.

HISTORY

Preparatory Education in Public and Private Schools of Virginia; Graduate of V. M. I.; Teacher in Private Schools of Arkansas and Virginia; Associate President of Tennessee Female College, Franklin, Tennessee; Principal of Somerset High School, Virginia; Division Superintendent of Schools, Spotsylvania County, Virginia; Vice-President S. T. A., District A, 1920—; Fredericksburg State Normal School, 1917—.

FRED M. ALEXANDER, B. A.

B. A., College of William & Mary; student University of Virginia; Principal of Morrisville High School, 1907-1910; Principal of Orange High School, 1910-1913; Principal of Cape Charles High School, 1913-1916; Secretary, Bureau of Extension, University of Virginia, 1916-1917; Instructor Fredericksburg Normal School, Summers of 1912, 1913, 1914 and 1923; Local Manager, University of Virginia Summer School, Summers of 1915-1919; Chairman of the State High School Course of Study Committee on Mathematics, 1923 revision; Member of Southern Commission on Accredited High Schools; Principal of the Newport News High School, 1917—.

ETHEL I. SUMMY, A. B., M. A.

ELEMENTARY SUPERVISOR AND EDUCATION

Graduate City Normal School, Washington, D. C.; A. B. and M. A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School, 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg Normal School, 1920; Fredericksburg Normal Summer School, 1922—.

MRS. CHARLES LAKE BUSHNELL, B. A.

DEAN OF WOMEN AND BIBLE

Graduate University of Tennessee, B.A.; Professor of Latin, Reidsville, N. C., High School; Professor of English, Winthrop College; Principal Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Normal School, 1921—.

JEAN A. DORRELL, Ph.B., A. M.

HOME ECONOMICS

Preparatory Education in Public Schools of Aurora, Indiana; Ph.B., University of Chicago; A.M., Teachers College, Columbia; Supervisor of Sewing, York, Pa.; Instructor in Clothing and Design, Westport High School, Kansas City, Missouri; Director of Home Economics, Fredericksburg State Teachers College, 1923-24.

MARY ETHEL NESMITH, A. B., B. S., A. M.

ENGLISH

Graduate Lander College, A. B., 1908; Student Teachers College, Columbia University, 1910-12; Graduate, *ibid.*, B. S., in Education with Diploma in the Teaching of English and Latin, 1912; Student Teachers College, Columbia University, 1918-19; A. M., *ibid.*, 1919, with Diploma in the Supervision of English; Graduate Student, Summer Session, *ibid.*, 1922; Principal Benson Graded School, Benson, S. C., 1908-09; Teacher City Schools, Florence, S. C., 1909-10; Head of Department of English, High School, Greensboro, N. C., 1912-13; Instructor Department of English, Georgia State College for Women, 1913-18, 1919-22; Summer Sessions, Georgia State College for Women, 1920-21; Head of Department of English, State Normal School for Women, Fredericksburg, Va., 1922.

NOTE: An additional Professor of English is to be secured for the Professional Courses.

PEARL M. HICKS

PHYSICAL EDUCATION AND HYGIENE

Preparatory Education in Public Schools, St. Joseph's Academy, and Indiana State Normal, Terre Haute, Indiana; Graduate Thomas Normal Training School, Department of Physical Education, Detroit, Mich.; Taught in Public Schools, Indiana and Southwest; Teacher Physical Education, Detroit Public Schools; Physical Director Pennsylvania Training School; Physical Director Fredericksburg State Normal School, 1920—.

NOTE: *Miss Page Harrison* and *Miss Indie Sinclair*, who have completed three years of their four-year degree course in Physical Education at Fredericksburg State Teachers College, will be assistants in the Physical Education Department.

SALLYE H. NORRIS, B. S.

PUBLIC SCHOOL MUSIC

Graduate, Fredericksburg High School; Graduate Fredericksburg State Normal School; Teacher for five years in public schools of Virginia; Special Student for two years, Fredericksburg State Teachers College, specializing in Public School Music; B. S. Degree in Education, majoring in Public School Music, State Teachers College, Fredericksburg, June, 1924.

MRS. SYDNEY C. SWANN

PIANO AND VOICE

Assistant Supervisor of Public School Music, Richmond, Va.; Choir work, Richmond, Va.; Organist and Choir Director, Birmingham, Ala.; Exponent of Progressive Series of Piano Lessons and Theory; Pupil of Hollis Dann Music School, West Chester, Pa.; Voice pupil of Frances West Reinhardt, Richmond, Va.; Teacher of Music, Richmond City Normal School.

MAUDE M. JESSUP

FINE AND INDUSTRIAL ARTS

Graduate Charlottesville High School and Normal Training School; Teacher Public Schools of Virginia, 1912-15-16-17; Industrial Arts and Drawing Professional Certificates, University of Virginia Summer School; Advanced Student of Normal Art, Industrial Art School of Pennsylvania, Philadelphia, 1913-14; Assistant in Industrial Arts, University of Virginia Summer School, 1917; Clerk, Belgium Relief, Food Administration, Washington, D. C., 1918; Drawing and Industrial Arts Instructor University of Virginia Summer School, 1919-21; Supervising Teacher of Drawing, Primary Schools, Washington, D. C., 1919-21; Student, George Washington University, 1919-21; Professor Fine and Industrial Arts, Fredericksburg State Normal, 1921—.

OLIVE GARRISON, B. S., M. A.

FINE AND INDUSTRIAL ARTS

Graduate Yonkers High School, N. Y.; B. S., M. A., Teachers College, Columbia University; Teacher in Fine Arts, Detroit Public Schools, and State Teachers College, Cape Girardeau, Missouri; Assistant in Fine and Industrial Arts, State Teachers College, Fredericksburg, Va., 1923—.

ROY S. COOK, B. S., M. S.

SCIENCE AND MATHEMATICS

Preparatory Education at Miller School, Miller School, Va.; B. S. and M. S., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Normal School, 1916-18; With A. E. F., 1918-19; Fredericksburg State Normal School, 1919-21; Special Student on Ph. D. Degree, University of Virginia, 1921-23.

KATHERINE E. JESSUP, A. B.

MATHEMATICS AND SCIENCE

Preparatory Education, Buckhorn High School, Virginia; A.B., Meredith College, Raleigh, N. C.; Columbia University Summer Sessions, 1919 and 1921; Assistant Principal Buckhorn High School, Virginia; Teacher English, Middleburg, N. C.; Principal of Chowan High School, North Carolina; Principal of LaGrange High School, North Carolina; Supervising Teacher, Junior High Training School, State Teachers College, Fredericksburg, Va.

RUTH GRAY FERRIS

GEOGRAPHY AND ENGLISH

Graduate of High School, St. Croix Falls, Wisconsin; University of Virginia Summer Session, 1917 and 1919; Teacher Virginia Public School, New Kent County, 1917-1918; Chesterfield County, 1919-1920; Graduate Fredericksburg State Normal School, 1922; Teacher of 8th Grade in City School, Des Plaines, Ill., 1922-1923; Critic Teacher, Lee Hill Rural School, 1923-1924.

ELIZABETH SULLIVAN MORAN, R. N.

SCHOOL NURSE AND ASSISTANT IN SCIENCE

Graduate Radford High School, 1913; Graduate State Normal School, East Radford, Va., 1915; Teacher in Public Schools of Virginia, 1915-1917; Graduate Johns Hopkins Hospital School of Nursing, 1920; Head Nurse in the Public and Private Wards Johns Hopkins Hospital, 1920-1922; Certificate in Public Health Nursing, School of Social Work and Public Health, Richmond, Va., 1923; Institutional Nurse and Teacher of Hygiene and School Inspection, Fredericksburg State Normal School, 1923.

BETTY H. SHORT

SUPERVISOR GRAMMAR GRADES

Graduate of Lawrenceville High School; Graduate of Farmville State Normal; Summer Course, University of Virginia; Summer Course, Teachers College, N. Y.; Assistant Principal, Charlie Hope High School; Principal, Ebony High School; Principal, Buckhorn High School; Sixth Grade Supervising Teacher, Fredericksburg State Normal; Seventh Grade Supervising Teacher, Fredericksburg State Normal; Supervising Teacher, Junior High Training School, State Teachers College, Fredericksburg, Va., 1923-24.

L. MARIE JAMES

SUPERVISOR PRIMARY GRADES

Graduate of Fredericksburg State Normal School, 1918; Student at Teachers College, Columbia University, Summer Sessions, 1920-1923; First Grade, Eastville, Va., 1918-1919; Supervising Teacher, Lee Hill Rural School, 1919-1921; Kindergarten, Belle Haven, Va., 1921-1922; Primary Grades, Belle Haven, Va., 1922-1923; Demonstration Teacher, Fredericksburg Summer School, 1921; Supervising Teacher Third Grade, Fredericksburg Normal Training School, 1923-24.

The Summer Quarter

The 1924 Legislature changed the name of the State Normal
Schools to Teachers Colleges. Our legal name is
"State Teachers College, Fredericksburg, Va."

The essential facts in a nutshell pertaining to the organization and courses of study of the State Teachers College at Fredericksburg for the summer of 1924 have been set forth in a special bulletin issued by this institution February, 1924, entitled "Summer Quarter—Winter School Announcement." In order that prospective students may at once have a grasp of the scope of our Summer Quarter work, the material in the bulletin referred to is quoted below:

1. The Summer quarter begins Monday, June 16th. The first term of the quarter closes Friday, July 25th. The second term begins Monday, July the 28th and closes Friday, August 29th. The first term runs for six weeks with classes five days per week and the second term runs for five weeks with classes also five days per week (and not six as formerly). Both terms together constitute the summer quarter. This quarter is of equal dignity and value with any other quarter of Normal School work.

2. The following courses are offered:

- (a) The first, second and third summers of regular, full, junior normal quarters.
- (b) The first, second and third summers of regular, full, senior normal quarters.
- (c) Professional courses leading to the Special Certificate to cover such subjects as Home Economics, English, History, Mathematics, Science, leading to teaching in the Junior and Senior high schools. Courses leading to Special Certificates are on the six weeks, or term basis, rather than the quarter basis; and such courses, in order to receive a college hour credit, will run five days per week for the first term and six days per week for the second term.
- (d) Professional courses, including courses in Tests and Measurements, for the renewal or extension of certificates of all grades.

- (e) Review courses for first and second grade certificates. These courses are offered the first term and repeated the second term. The first grade course may be divided into three parts, and the second grade course into two parts.

3. This institution is not offering during the summer of 1924 the second or third summers of the elementary course on the six weeks basis as outlined prior to 1922.

4. *Former Normal School Graduates* may take advanced courses as listed under 2 (c) above, leading to Special Certificate and the B. S. or B. A. Degree.

5. This institution will receive men as students for the summer quarter who may board in the city and attend as day students.

6. Graduates of accredited public or private high schools and holders of first grade certificates are eligible for the professional courses.

7. Mature young women of twenty years or more may enter as special students for professional courses under conditions which will be made known on request.

8. Graduates of non-accredited high schools, in order to enter for professional courses, must pass the entrance examination to be prepared by the State Board of Education, and held at such unaccredited high schools during the month of May.

9. Any eligible student may graduate from the two year curriculum of the Teachers College and receive its diploma on completing six quarters of work, any number of which may be taken during summer quarters.

10. Holders of first grade certificates are strongly advised to professionalize their certificates by attending the Teachers College either in summer or winter quarters.

11. The dormitories of the school are reserved preferably for the accommodation of students taking professional courses. Students taking review courses for first and second grade certificates will be accommodated in suitable private homes in the city or may be accommodated in a dormitory, *especially during the second term*. Non-professional students will be assigned to dormitory vacancies at opening of school. During the second term we can accommodate a larger number in a dormitory. Students not eligible for professional courses will take the review courses. The School will not run the Maury Annex in the city during the summer of 1924.

12. New dormitory, Betty Lewis Hall, now available.

13. *Expenses.* Room, board and laundry first term, \$30.00; second term, \$25.00; registration and maintenance fees for first term, \$4.00; for second term, \$4.00; medical fee for first term, 50 cents; second term, 50 cents. No tuition for Virginia teachers. Tuition for non-residents, first term, \$5.00; second term, \$5.00.

14. Student aid positions and loans are available to students for both summer quarter and winter session.

15. Students lacking in seriousness of purpose are not desired. *Register now*, for either summer or winter school. No student is considered registered until she has filled in and returned our blank. Send for it.

New view book and recent bulletins containing addresses on "Matthew F. Maury"; "Christian Education"; "The Needs of the Rural Schools"; "Adequate Training as the Basis for Professional Ethics"; "Educational Tests and Measurements" now ready for mailing to prospective students.

LOCATION OF SCHOOL

The Fredericksburg State Teachers College occupies about sixty acres on the celebrated Marye's Heights. The student of history will recognize this location as one of the most historic spots in America. It was for the possession of these heights that the great battle of Fredericksburg was fought in December, 1863. At the foot of this hill is the old Sunken Road that figured so conspicuously in this battle.

The school is located on one of the most elevated points in Tidewater Virginia, and commands a magnificent view of Stafford Heights and the Rappahannock Valley.

The scene from the school on a clear day is one of the most inspiring and beautiful in the State.

A most attractive feature of the school grounds is a beautiful grove of about ten acres. This grove contains many varieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The corporate limits city of Fredericksburg adjoin the school grounds. A splendid driveway and concrete sidewalk connect the school with the city. The students have ample opportunity for church attendance, shopping and sightseeing.

BUILDINGS

The buildings are of classic types of architecture, convenient, large and handsome. Every student's room is well lighted and ventilated and is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, electric lights and two large inlet wardrobes. There are three Dormitories—Virginia Hall, Frances Willard Hall and Betty Lewis Hall.

The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material.

The magnificent administration building is a spacious, thoroughly ventilated building with recitation rooms, gymnasium, swimming pool, rest room, post office and auditorium. This is one of the coolest and best ventilated buildings for summer work in Virginia.

The laboratory equipment in the various departments is unexcelled for summer school students.

In the library may be found about eight thousand volumes of selected works bearing on all phases of study for summer school teachers and on the tables may be found the current magazines and newspapers, all of which are placed at the disposal of the summer school.

In connection with the dormitories the school conducts an up-to-date laundry for the summer school students.

This service is included in the cost for board.

The buildings and grounds are all lighted by electricity.

REDUCED RAILROAD FARE

Application has been made for reduced railroad rates for students attending the Summer School for either the first or second term on the identification certificate plan. It is expected that the reduced rates will be given by the railroad companies. If so, identification certificates will be sent out one week before the date of opening to all students who will come by railroad and who write in advance for the certificate. Application should be made to the Director of the Summer Quarter between June 1-10 for those attending the first term and between July 15-25 for those attending the second term.

ACCOMMODATIONS IN PRIVATE HOMES

A number of students may be accommodated in private homes in the city. Such students may take their meals in the dining hall of the school if they so desire.

A list of homes will be sent on request, with prices. Students should correspond directly with the individual homekeepers and make their own contracts.

FREDERICKSBURG

This beautiful little city of about eight thousand people is one of the cleanest, most progressive and prosperous cities of its size in the South.

It is an ideal home city, having within its confines a people noted for their hospitality, neighborly kindness and respect for the best in social ideals.

In the matter of historical associations, it is one of the oldest and most interesting in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. It abounds in historical associations.

It was here that George Washington came as a youth and grew to young manhood. Here his mother lived, died and is buried. Over her the devoted women of America have erected an imposing shaft.

It was in this historic city that Washington was made a Mason. Everywhere in the city we find something associated with his life and influence and his spirit still lives in the patriotic thinking of the people.

Here is found Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the home of General Hugh Mercer, who was killed at the battle of Princeton; the only home that John Paul Jones ever had in America and from which he went to establish the American Navy; the law offices of James Monroe; the birthplace and home of Commodore Matthew Maury, the man who has received perhaps more recognition from the scientific world than any other American, and many other places associated with the early history of our country.

No place in America is more closely identified with the history of the War Between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe up to the recent world war. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

RAILROAD AND BUS CONNECTIONS

Fredericksburg is situated on the Rappahannock River, one hundred and twenty-five miles from Chesapeake Bay, and a pleasant ride from the capital of the United States and the capital

of Virginia. Several railroads center here—the Richmond, Fredericksburg and Potomac; the Potomac, Fredericksburg and Piedmont; the Seaboard Air Line; the Atlantic Coast Line—and also it has a line of excellent steamboats.

There are about fourteen trains arriving in Fredericksburg over these lines from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake and Ohio Railroad. The Potomac, Fredericksburg and Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

The Maryland, Delaware and Virginia Railway Company has a comfortable line of steamers running between Fredericksburg and Baltimore. These steamers touch at all points on the Rappahannock River.

Bus lines run daily between Fredericksburg and Orange, Center Cross and points in the Northern Neck.

WHEN YOU ARRIVE

When you arrive, take a jitney to the Normal School. On arriving at the school, give your trunk check to the Dean of Women, who will have your trunk taken promptly to the school. Teachers will pay their own livery service, the charge for which is moderate—25c for passenger, including suit case, and 35c for trunk. Every trunk should be plainly marked with the student's name. This is important.

ATHLETIC FIELD

The State Teachers College at Fredericksburg has been designated by the Board of Virginia Teachers Colleges to offer four year B. S. Degree Courses in (1) Public School Music and Supervision, (2) Fine and Industrial Arts and Supervision, (3) Commercial Education, (4) Physical Education and Playground Activities.

In order to prepare fully for the Physical Education Course, this institution is now constructing a standard athletic field consisting of a fifth-mile running track and jumping pits, the space between the track to be levelled and grassed and used for field hockey, mass games and plays and other outdoor athletic activities. This field will also serve, in harmony with the plan of the State Department of Public Instruction, as one of the athletic centers for the finals in high school meets for the high schools of some twelve or fifteen counties convenient to this center.

NEW OPEN AIR THEATRE

This institution has constructed a new open air theatre in its beautiful grove to seat 800 persons. The material used is reinforced concrete. The theatre will be used for plays and concerts, May Day and Commencement Exercises, and various types of student activities both during the Summer Quarter and in the Fall and Spring Quarters. Certain Summer School classes will be scheduled at the open air theatre. A picture of the theatre is shown in this catalog.

TEA ROOM—"THE LITTLE RED LANE"

The Tea Room, named by the students "The Little Red Lane," has been for more than a year open to the students and the public. This is a beautifully appointed room and is a very popular resort for both students and faculty. It is operated by the local chapter of the Alumnae Association for the benefit of the proposed Student-Alumnae Building. It is located in the rear basement of Willard Hall. This room will be operated during the Summer Quarter.

DEVOTIONAL EXERCISES

A certain period is devoted every day to chapel exercises in the auditorium. All students and members of the faculty are expected to attend these exercises.

In the city of Fredericksburg regular services are held in the Baptist, Episcopal, Presbyterian, Methodist, Christian and Catholic Churches. The students of the Summer School are earnestly invited to attend these services. They will also receive a most cordial welcome to the Sunday Schools of the various churches.

THE FACULTY

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State.

The faculty is composed of heads of departments in the regular Normal School and other professors in its faculty, supplemented by specialists from other institutions who have had wide and successful experience in the State and elsewhere in teaching the special subjects assigned them.

RECREATIONAL AND SOCIAL FEATURES

A varied program of recreational and social features is provided for the students of the Summer School which add greatly to their contentment and happiness. Among them are the following:

1. *The Great Swarthmore Chautauqua.*

About midway in the first term this great Chautauqua comes for one joyous week, presenting a varied and magnificent series of programs. Season tickets are sold to students of the school for \$3.00. All students are urged to attend the chautauqua. The school will pay \$1.00 of the cost of the ticket in order to help and encourage every student to attend. Two students may combine in the purchase of a chautauqua ticket. Be sure to come prepared for this.

2. *Moving Pictures.*

The school owns its own moving picture machine, and a number of pictures, both recreational and educational, will be exhibited for the benefit of the students.

3. *Sight-Seeing Trips.*

The school owns a modern Reo Speedwagon, seating eighteen persons. A number of sight-seeing trips to the nearby battlefields and through the historic city of Fredericksburg will be scheduled, at nominal cost, for the students.

4. *Special Addresses.*

In addition to the scheduled work, special lecturers will appear on our Summer School program from time to time, discussing various educational and sociological problems in which the live teacher ought to be interested. Among these are a series of special lectures by Geo. W. Guy, of the Co-operative Education Association, for which no charge is made, as follows:

“How the Co-operative Education Association—
Aids the Schools,
Aids in Furthering Health Work,
Aids in Teaching Citizenship,
Aids in Making the School a Community Center.
County Councils of Conference and Co-operation.”

Attendance on these lectures is voluntary.

5. *Glee Club.*

The Music Director will organize a Glee Club, with voluntary attendance, thus providing a splendid opportunity for practice in group singing, and giving training in the organization and conduct of mass singing in the schools. Songs will also be conducted several times during the session.

6. *Story-Telling Hour.*

A story-telling hour will be provided, conducted about twilight on the lawn. This feature should prove both interesting and helpful to prospective teachers.

7. *Outdoor Games.*

The physical education director will give opportunity for mass outdoor games and plays in the late afternoons. The school is now constructing a modern, standard athletic field.

8. *Reception by Faculty.*

During the first week of school the Director and Faculty will tender to the whole student body an informal reception, giving all an opportunity to become acquainted and promoting the social spirit.

SCHOOL CALENDAR

First term begins Monday, June 16th.
First term closes Friday, July 25th.
Second term begins Monday, July 28th.
Second term closes Friday, August 29th.
Registration days, Monday, June 16th, and Monday, July 28th.
Class work begins promptly the second day of each term.
Examinations for first and second grade certificates last two days of each term.
Examinations in professional courses end each term, or as units of work are completed.

SCHEDULE OF CLASSES

A printed schedule of all classes will be printed and distributed to the students at the opening of the summer quarter.

EXPENSES

	<i>First Term</i>	<i>Second Term</i>
Tuition for Virginians.....	Free	Free
Registration and maintenance fees for Virginians	\$4.00	\$4.00
Medical fee.....	.50	.50
Registration and maintenance fees for non-Virginians.....	9.00	9.00
Board and laundry.....	30.00	25.00
Board for part of session, per week.....	6.00	6.00
Board for less than one week, per day.....	1.00	1.00

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board begins with dinner Monday, June 16th.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply for those entering late as well as those leaving during the session. Students entertaining visitors for meals will be expected to purchase meal tickets. These

tickets will cost 25 cents apiece. The laundry will be in operation the second, third, fourth and fifth weeks of the first term, and the second, third and fourth weeks of the second term, and students will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap. Each student should have a laundry bag.

CHARGE FOR DUPLICATE RECORDS

Quarterly reports are made on the work of students, and credits are issued to anyone withdrawing from the college or completing the requirements for graduation in any course. Due to the labor involved in issuing these credits a second or third time, a charge of \$1.00 will be made from now on *for duplicate credits* for each time of issuing.

DORMITORY REGULATIONS

All students rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the dormitories quiet. They are also expected to conform to all other regulations made in the interest of the students and the school. These regulations will be announced at the opening of the session and at intervals during the session when necessary. After assignment to rooms students will not change their rooms without permission of the Dean of Women.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

GYMNASIUM SUITS

All students in the professional courses who take Physical Education must have a gymnasium outfit. If a student does not already have such an outfit, it may be purchased at the Normal School on arrival at practical cost as follows: Black Poplin bloomers, full plaited, \$2.00; white regulation Lonsdale jean middy, \$1.25; tennis shoes or gymnasium shoes may be purchased at Brown & Crismond's in the city at about \$1.50 per pair.

PRACTICE TEACHING IN SUMMER QUARTER

The practice school is conducted at the Normal School in both primary and grammar grade work and accommodates those seniors whose situation is such that they must have practice teaching during the Summer Quarter. The practice school is under the direction and supervision of the Education Department of the Normal School.

ARRIVE ON TIME

NOTE—Students are urged to arrive in full time to register on the 16th and begin class work on the 17th. *On arriving take a taxi to the school, deliver your trunk check to the Dean of Women and report to her for room assignment. Do this even if you have been previously notified of room number.*

IMPORTANT NOTES

Only a limited number can be accommodated in the dormitories. Those wishing to live in the dormitories are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 10:00 P. M., Monday, June 16th, except by special arrangement.

Students who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Students who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

If you have any doubt as to the course you desire or are entitled to take, you should at once correspond with the Dean of the Summer School, Mr. B. Y. Tyner, submitting your credits or giving requested information as to your preparation, who, in turn, will take pleasure in giving you accurate information and sound advice.

Professional Courses

Summer 1924

COURSE I—PRIMARY—FIRST YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Education 101S..... 4	Education 122S.... 5	Education 123S.... 5
Soc. Science 101S... 2		
English 101S..... 3	English 102S..... 3	English 103S..... 3
Physical Ed. 101S... 1.5	Physical Ed. 102S.. 1.5	Physical Ed. 103S.. 1.5
Science 101S..... 1.5	Science 102S..... 1.5	Health Ed. 103S.... 3
Arts 101S..... 1	Arts 102S..... 1	
Arts 111S 2	Arts 112S..... 2	

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 121S..... 2	Arts 122S..... 2	Arts 123S..... 2	
Arts 131S..... 1.5	Arts 132S..... 1.5	Arts 133S..... 1.5	
	Arts 142S..... 2		
Bible 101S..... 2	Bible 102S..... 2	Bible 103S..... 2	
	Soc. Science 102S... 3	Soc. Science 103S... 3	
		Science 103S..... 1.5	

COURSE I—PRIMARY—SECOND YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Education 201S..... 4	Education 202S.... 4	Education 203S.... 4
Education 211S..... (12)	Education 212S.... (12)	
Education 221S..... (3)	Education 222S.... (3)	
English 201S..... 3	English 202S..... 3	English 203S..... 3
Physical Ed. 201S... 1.5	Physical Ed. 202S.. 1.5	Physical Ed. 203S.. 1.5
Arts 251S..... .5	Arts 252S..... .5	Arts 253S..... .5

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 201S..... 2	Arts 202S..... 2	Arts 203S..... 2	
Arts 211S..... 2	Arts 212S..... 2	Arts 213S..... 2	
Arts 221S..... 2	Arts 222S..... 2	Arts 223S..... 2	
Arts 231S..... 1.5	Arts 232S..... 1.5	Arts 233S..... 1.5	
Bible 201S..... 3	Bible 202S..... 3	Bible 203S..... 3	
Education 231S... 3		Education 233S... 3	
English 211S..... 3	English 212S..... 3	English 213S..... 3	
English 221S..... 3	English 222S..... 3	English 223S..... 3	
Soc. Science 201S... 3	Soc. Science 202S... 3	Soc. Science 203S... 3	

COURSE II—GRAMMAR GRADE—FIRST YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Education 101S.... 4	Education 132S.... 5	Education 133S.... 5
English 101S..... 3	English 102S..... 2	English 103S..... 3
Soc. Science 101S... 2		
Physical Ed. 101S... 1.5	Physical Ed. 102S.. 1.5	Physical Ed. 103S.. 1.5
Arts 101S..... 1	Arts 102S..... 1	Arts 103S..... 1
		Health Ed. 103S... 3
Arts 111S..... 2	Arts 112S..... 2	
Science 101S..... 1.5		
Electives:		
Arts 121S..... 2	Arts 122S..... 2	Arts 123S..... 2
Arts 131S..... 1.5	Arts 132S..... 1.5	Arts 133S..... 1.5
	Arts 142S..... 2	
Bible 101S..... 2	Bible 102S..... 2	Bible 103S..... 2
	Science 102S..... 1.5	Science 103S..... 1.5
	Soc. Science 102S... 3	Soc. Science 103S... 3

COURSE II—GRAMMAR GRADE—SECOND YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Education 201S.... 4	Education 202S.... 4	Education 203S.... 4
Education 211S.... (12)	Education 212S.... (12)	
Education 221S.... (3)	Education 222S.... (3)	
English 201S..... 3	English 202S..... 3	English 203S..... 3
Physical Ed. 201S... 1.5	Physical Ed. 202S.. 1.5	Physical Ed. 203S.. 1.5
Arts 251S..... .5	Arts 252S..... .5	Arts 253S..... .5
Electives:		
Arts 201S..... 2	Arts 202S..... 2	Arts 203S..... 2
Arts 211S..... 2	Arts 212S..... 2	Arts 213S..... 2
Arts 221S..... 2	Arts 222S..... 2	Arts 223S..... 2
Arts 231S..... 1.5	Arts 232S..... 1.5	Arts 233S..... 1.5
Bible 201S..... 3	Bible 202S..... 3	Bible 203S..... 3
Education 231S.... 3		Education 233S.... 3
English 211S..... 3	English 212S..... 3	English 213S..... 3
English 221S..... 3	English 222S..... 3	English 223S..... 3
Soc. Science 201S... 3	Soc. Science 202S... 3	Soc. Science 203S... 3

COURSE III—HIGH SCHOOL—FIRST YEAR

Constants:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
English 101S..... 3	Education 102S.... 4	Education 113S.... 4
Physical Ed. 101S... 1.5	Education 112S.... 2	
Health Ed. 101S.... 3	English 112S..... 2	English 113S..... 3
	Physical Ed. 102S.. 1.5	Physical Ed. 103S.. 1.5

Group A Electives—English, History.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
English 211S..... 3	English 222S..... 3	English 223..... 3
Bible 101S..... 2	Bible 102S..... 2	Bible 103S..... 2
Soc. Science 111S... 3	Soc. Science 102S... 3	Soc. Science 103S... 3

Group B Electives—Mathematics, Science.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Science 111S.....	3	Science 112S.....	3	Science 113S.....	3
Math. 101S.....	3	Math. 102S.....	3	Math. 103S.....	3

Group C Electives—Home Economics.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Arts 111S.....	2	Arts 112S.....	2		
Science 131S.....	2	Science 132S.....	2	Science 133S.....	2
Home Econom. 101S	3	Home Econom. 102S	3	Home Econom. 103S	3
Home Econom. 111S	3	Home Econom. 112S	3	Home Econom. 113S	3

COURSE III—HIGH SCHOOL—SECOND YEAR

Required:

First Quarter		Second Quarter		Third Quarter	
<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Education 201S.....	4	Education 202S....	4	Education 203S....	4
English 201S.....	3	English 202S.....	3	English 203S.....	3
Physical Ed. 201S...	1.5	Physical Ed. 202S..	1.5	Physical Ed. 203S..	1.5
Arts 251S.....	.5	Arts 252S.....	.5	Arts 253S.....	.5

Group A Electives—English, History.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Education 231S.....	3			Education 233S....	3
English 211S.....	3	English 212S.....	3	English 213S.....	3
English 221S.....	3	English 222S.....	3	English 223S.....	3
				English 243S.....	3
Bible 201S.....	3	Bible 202S.....	3	Bible 203S.....	3
Soc. Science 111S...	3	Soc. Science 102S...	3	Soc. Science 103S...	3
Soc. Science 201S...	3	Soc. Science 202S...	3	Soc. Science 203S...	3

Group B Electives—Mathematics, Science.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Math. 201S.....	3	Math. 202S.....	3	Math. 203S.....	3
Science 131S.....	3	Science 132S.....	3	Science 133S.....	3
Science 211S.....	3	Science 212S.....	4	Science 213S.....	3
Arts 261S.....	3	Arts 262S.....	3	Arts 263S.....	3

Group C Electives—Home Economics.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Science 201S.....	2	Science 202S.....	2	Science 203S.....	2
Home Econom. 201S	3	Home Econom. 202S	3	Home Econom. 203S	3
Home Econom. 211S	2	Home Econom. 212S	2	Home Econom. 213S	2
				Home Econom. 223S	3

NOTE: Special courses are given on a six weeks basis, five times per week in Education, English, Mathematics, Science, History, and Health Education, for renewal of certificates and for advanced credit.

Notes on Professional Courses

1. Students should note that the summer quarter is co-equal in value with any other quarter. We are offering this summer the first, second and third quarters of the first year, and the first, second and third quarters of the second year professional courses. On completing the first quarter of the first year the student receives the provisional first grade certificate. On completing the second quarter the student receives the full first grade certificate. On completing the third quarter the student receives the elementary certificate. On completing the three quarters of the second year the student receives the diploma of graduation from the College and the Normal Professional Certificate.

The old Elementary Certificate Course on the six weeks, three summer basis, is no longer given at this institution.

2. Attention is called to the fact that normal school graduates and those having two years of college work, or its equivalent, to their credit, have an opportunity to take at this institution during the present summer special courses for college credit toward the B. S. or B. A. Degree.

3. It should also be noted that courses are arranged to meet the requirements of the Certification Department of the State Board of Education for the SPECIAL CERTIFICATE in various combinations of subjects. These courses are on the six weeks or term basis. A student may, therefore, take work for the SPECIAL CERTIFICATE for either the first term or the second term, or both. She would complete units of work with college credit at the end of each term.

Fifteen session hours of college credit are required for the Special Certificate. Twelve of these hours must be in two related academic subjects, three hours in education. In addition, one hour is required in school hygiene and physical inspection of school children in order to meet the requirements of the West Law.

4. A professional course in hygiene and physical inspection to meet the requirements of the West Law is given. This course may be completed in one term—either the first or the second. Students who are entering for the renewal of their certificate are advised to take this course as one of the courses for renewal, provided they have not already had such a course for credit.

5. A special education course in Tests and Measurements is given.

6. Education courses are also given for the renewal of first grade or higher certificates.

7. An observation and practice teaching school for professional students in both primary and grammar grade subjects is provided at the College, running both terms.

8. In order to enter the professional department a student must be a graduate of an accredited high school, public or private, or a holder of a first grade certificate. A student twenty years old or over, lacking in high school units for entrance to the professional department may be admitted and permitted to take professional courses and may make up their lacking high school units through examination on high school subjects and special courses with college credit. Such students may not be a candidate for a diploma or a degree until such conditions have been fully made up.

Holders of first grade certificates more than twenty-one years of age, with three years teaching experience are permitted to enter the professional work for college credit. Lacking high school units in their case may be made up during their professional course through intelligence tests and special examinations on the lacking high school units given under conditions approved by this institution.

9. Graduates of accredited public or private high schools desiring to take the professional course should bring their diploma or a statement from their principal or division superintendent to the effect that they are graduates. Where high school credits have been issued, these should be brought in preference to either the diploma or a statement. Similarly, holders of first grade certificates desiring to enter the professional course should bring their certificates.

10. Graduates of accredited public or private high schools in other States that are recognized by the Virginia Department of Public Instruction, will be received for the professional course without condition.

11. Graduates of non-accredited high schools, in order to enter the professional course, must take an entrance examination. This examination is prepared by the State Department of Education and will be conducted at the non-accredited high schools in May. Those who pass this examination will be admitted to the professional course without condition. Those who fail to pass it will be required to take the State Review Course for first grade certificate.

12. The Dean of the summer school will be glad to confer with students who are entering for the renewal of any grade of certificate and assist them in selecting the courses best fitted to their individual needs. Two courses are required for the renewal of a certificate. Such students, in addition to these two courses, may take such other courses as they desire not to exceed the maximum student load and not in conflict with the schedule of courses. Courses for renewal of certificates may be taken at any time during the life of the certificate and not necessarily during the year of its expiration. Our summer school courses are so arranged that a student may complete the requirements for the renewal of a certificate during one term only of the summer school if she so desires.

13. The professional courses are based upon the intensive rather than the extensive plan and a high standard is maintained for the work. The courses are based upon approximately fifteen credit points. Unprepared subjects receive one half count. Class periods are sixty minutes in length. Laboratory subjects have double periods.

In all courses the time required for class and preparation combined is fixed at three hours as the regular college standard. Each instructor is responsible for enforcing this time requirement.

14. Students are expected to arrange their work in accordance with the outlined Course of Study. No departure from this course is permitted, except by consent of the Academic Dean.

A rational printed schedule is made out and posted before the beginning of the summer quarter, and no student is permitted to take subjects in conflict with the schedule.

15. The College reserves the right not to form any class for less than ten students. The right is also reserved to limit the number entering Course III to those showing academic fitness and mental ability such as to enable them to profitably pursue this course.

16. All professional students are expected to take music chorus for two years, except while teaching.

17. Students doing practice teaching have no class work except such as is related directly to the needs in the training school, such as conferences, projects in blackboard work, etc., except the III's who have fewer subjects to teach.

18. Students in the professional courses should bring gym suits if they have them. Otherwise, these suits may be purchased at cost at the school, as noted elsewhere in this catalog. Every student in gym classes is required to have a gym suit.

19. The use of the library is encouraged by teaching students how to use the card index, the reader's guide, shelf lists, etc. While this is encouraged in all classes it is made a definite part of the English Course of the first year and is directed by the Head of the English Department and the Librarian.

20. Texts for professional courses should not be purchased in advance. They may be procured through the school book store at reduced prices.

21. REQUIREMENTS FOR RENEWAL OF CERTIFICATES

1. The applicant must show that he has read with care and appreciation five books on the Teachers' Reading Course during the life of the certificate and be prepared to make a synopsis of any one of the books named. A certificate from the Division Superintendent showing that the books have been carefully and studiously read may be accepted in lieu of the synopsis.

2. In addition to the first requirement the applicant must satisfy at least one of the following conditions:

- (a) Take examination on the two books on Education in the Reading Course for the year in which the certificate expired. (In 1924 the books used are Driggs, *Our Living Language*; and Stark, *Every Teacher's Problems*, or,
- (b) Present the equivalent of two session hours of college or normal school credits in education or academic subjects, or in subjects directly related to the grade of work or branches which the applicant teaches.
- (c) The regulations of the State Board provide that the condition given under (a) and (b) may not be required of teachers who hold at least a First Grade Certificate and who have taught for twenty-four years.
- (d) Credit for the correspondence course in School Hygiene and Physical Inspection of School Children offered by the State Board of Health may be substituted for 2 (a).

3. Expired certificates do not come under these regulations. These certificates are revived and renewed upon special individual rulings made by the State Department.

Departments of Instruction

PROFESSIONAL COURSES

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in actual teaching under direction in the Rural and City Training Schools.

FIRST YEAR

EDUCATION 101S-102S: PSYCHOLOGY.—In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the processes of his growth, development and education. Several phases of emphasis may be noted. First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis on instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Averill, *A Psychology for Normal Schools*; or Gates, *Educational Psychology*.

Three single and one double period per week for the first or second quarter.

112S: PRINCIPLES OF GRAMMAR GRADE AND SECONDARY EDUCATION. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real educational and disciplinary value of a subject; and the best methods of study.

Two periods per week for the second quarter.

113S: PRINCIPLES OF GRAMMAR GRADE AND SECONDARY EDUCATION. This quarter deals more with the teaching side, and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high school studies; the lesson plan; program making; directing the various school activities, both in and out of the schoolroom. Observation of teaching constitutes part of this course.

Three single and one double period per week for the third quarter.

122S: ELEMENTARY EDUCATION AND OBSERVATION—Primary Grades. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner.

122S: Primary Grades. A. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

B. READING. The purpose of this part of the course is (1) to lead the students to see and to discuss the problems that arise in the teaching of reading, and to devise adequate solutions; (2) to familiarize the students with the many types of primary readers, and to enable them to select and use the best effectively; (3) to discuss and work out with students the various types of reading lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary reading.

C. CHILD LITERATURE. A study is made of literature appropriate for the first three grades. The course aims to present material which will give knowledge for appreciation and selection of stories suitable for children in the primary grades, and the methods of teaching these to the children. Special emphasis is placed on story telling and dramatization. An opportunity is provided for individual presentation by members of the class.

Seven periods per week for the second quarter.

123: Primary Grades. The purpose of this part of the course is (1) to select and organize subject matter in language, spelling, arithmetic, and community life that will be of value to children in the primary grades; (2) to observe and discuss methods of teaching this subject matter in language, spelling, arithmetic and community life; (3) to organize projects for primary grades in which the subjects of the primary curriculum become a social unit.

Seven periods per week for the third quarter.

132S-133S: ELEMENTARY EDUCATION AND OBSERVATION. Intermediate and Grammar Grades. The purpose of this course is to emphasize the methods of teaching English, History, Geography and Arithmetic, based on educational principles. The work of the two quarters is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted, and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, devices and plans for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice in the Training School. The

work of the second quarter deals largely with fundamental principles of teaching as applied to History and Geography and the third quarter with English and Arithmetic.

Seven periods per week for the second and third quarters.

SECOND YEAR

201S: EDUCATIONAL SOCIOLOGY. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Dewey in *Democracy and Education*, Horne in *Philosophy of Education*, and Butler in *The Meaning of Education*. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Four periods per week for the first quarter.

203S: HISTORY OF EDUCATION. In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, *Students' History of Education*.

Four periods per week for the third quarter.

211S: PRACTICE TEACHING. Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in Courses 1, 2, and 3. Its purpose is to give the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades, and is required to observe the teaching of the subjects in the other grades of the school. Every senior teaches half of each school day for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Educational tests are given during the teaching term, thus assuring acquaintance of Seniors with the tests, and giving them a scientific basis for grading their students.

Classes in both primary and grammar grades are maintained for the entire summer quarter.

221S-222S: CONFERENCE. Three hours each week are set aside for the head of the Department of Education and the Training School Supervisors to meet the seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods per week for the first quarter for teaching seniors.

231S-233S: TESTS AND MEASUREMENTS. This course deals with the newly developing of Science of Classification, grading, progress, and promotion of students as determined by objective standards and measurements. A brief survey of the old methods of dealing with these problems is made, after which an examination of results obtained with the use of "Standardized Tests" and "Measurements" is taken up along with the actual use of many of the best available tests. Students are also given practice in scoring tests, finding the median, upper and lower quartiles, the middle fifty per cent, the norm, and etc. This course should be of inestimable value to the class room teacher, as well as to the supervisor and administrative official.

Three periods per week for the first or third quarter.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, and Physical Education.

See these departments for full statements of courses.

ENGLISH

Every department of instruction in the Normal School is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

FIRST YEAR

101S: ENGLISH FUNDAMENTALS. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weakness in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the Junior year. Required of all Juniors.

Three periods per week for the first quarter.

ENGLISH 102S: Primary Grades.

102S: COMPOSITION. The work in this course provides such training in oral and written composition as is needed for successful teaching of composition in the primary grades. Much emphasis is placed on story-telling and dramatization as a means of developing primary children in oral expression.

Two periods per week for second quarter.

103S: GRADE LITERATURE. This course requires a study of literature taught in the primary grades of the common schools. Much reading of choice literary selections forms an important part of the work. The aim of the course is to educate the student and to give the necessary preparation for intelligent and successful teaching of primary literature.

Three periods per week for third quarter.

ENGLISH 112S: Grammar Grades

112S: COMPOSITION. The work in this course provides such training in oral and written composition as is needed for successful teaching of composition in the grammar grades. Much emphasis is placed on adapting stories for dramatization, organization and correctness in oral expression and definite objectives in correct, concise, organized written composition.

Two periods per week for second quarter.

113S: HIGH SCHOOL LITERATURE. This course provides for an extensive study of subject-matter, and problems of teaching literature in the high school. Discussions, reference reading, reports and re-reading of literature taught in high school forms an important part of the work.

Three periods per week for third quarter.

SECOND YEAR

201S: A SURVEY OF ENGLISH AND AMERICAN LITERATURE. This course provides for a brief survey of English and American literature. Historical, social and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature, as such.

Three periods per week for the first quarter.

203S: TYPES OF GREAT LITERATURE. In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Three periods per week for the third quarter.

211S-213S: CONTEMPORARY LITERATURE. This course aims to give to the students a knowledge and appreciation of present day American and English Literature. Poetry, essays, short stories, novels and dramas are read and discussed. Current magazines and recent publications are used for reference work.

Three periods per week for the first and second six weeks.

221S: SHAKESPEARE. Selected plays from Shakespeare are studied giving a liberal acquaintance with the poet and amply illustrating the growth of his dramatic art. The study of a number of Shakespeare's comedies and tragedies; and the preparation of a paper on a subject drawn from these plays is required in this course.

Five periods per week for the first six weeks.

223S: AMERICAN LITERATURE. This course requires wide reading from representative American writers of prose and verse. The work includes discussions, reports and extensive reading. Special attention is given to authors whose works are taught in high schools.

Five periods per week for the second six weeks.

243S: READING AND PUBLIC SPEAKING. The work in advanced reading combines exercises for distinctness and vocal purity with oral interpretation of the printed page. Excerpts from masterpieces in poetry and prose are carefully selected and read to exemplify principles involved in good reading.

The work in public speaking takes up the fundamental principles underlying effective speaking and offers an opportunity to students to put these principles into practice. Much of the subject-matter given by the students is original.

Three periods per week for the third quarter.

BIBLE

Owing to the demand for Sunday School teachers, and considering the educational and cultural value of a study of the Bible, two courses are now being offered by this institution in Bible study, each with full college credit. The first of these courses is treated from the historical standpoint, somewhat in chronological order, with some attention to teaching in the Sunday School. The second course deals more with periods in Bible history, with emphasis on Biblical literature and its influence.

101S: BIBLE. This course is an historical study of the Bible from Creation to Judges, giving much time to the reading of the subject-matter and to the studying of outstanding characters of this time.

Text: Spilman, Leavell & Burroughs, The New Normal Manual.

Two periods per week for the first quarter.

102S: BIBLE. A similar and continued study of the above course from Judges to the time of Christ.

Text: Spilman, Leavell & Burroughs, The New Normal Manual.

Two periods per week for the second quarter.

103S: BIBLE. This course embraces a study of the life of Christ, and His standards of living. The subject is treated not so much from a pedagogical point of view as it is with a view of becoming more conversant with the New Testament and of seeing in its principles that which is applicable to daily living.

Text: Spilman, Leavell & Burroughs, The New Normal Manual.

Two periods per week for the third quarter.

201S-203S: BIBLE. In this course, the Bible, always keeping its place of prominence religiously, is, nevertheless, regarded through historical glasses establishing in the mind of the student the continuity of great facts that step by step place the Bible as the greatest of all Histories in interest, contents and authenticity. Following the treatment of the Bible in the above manner, an equal length of time will be devoted to its study for its literary value—a course dealing with the simplicity of its diction, the greatness of its addresses, its sermons, its orations, and the beauty of its poesy and its songs.

Two periods per week for two quarters.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Normal school, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

101S-102S-103S: JUNIOR HIGH SCHOOL MATHEMATICS. This course is for those preparing to teach in Junior high schools. Methods are developed with the subject-matter.

Five periods per week for the first and second six weeks, three periods per week for the third quarter.

123S: PRIMARY ARITHMETIC. This course is a review of Arithmetic from the primary teacher's point of view. Classroom methods are suggested and special emphasis placed upon the selection and use of the material and devices. Discussions will be based on observation and work in the training school. Practical applications of the use of standard tests are employed.

Texts: Klapper, *The Teaching of Arithmetic*.

Two periods per week for the third quarter.

132S-133S: GRAMMAR GRADE ARITHMETIC. This course is a thorough treatment of the subject-matter of the grades from the teacher's standpoint. Usable knowledge of the underlying principles and their ready control is emphasized. Classroom methods are suggested and special emphasis is placed upon the selection and use of the material and devices. Discussions will be based on observation and work in the training school. Practical applications of the use of standard tests are employed.

Texts: Klapper, The Teaching of Arithmetic. Smith, Modern Advanced Arithmetic.

Two periods per week for the second and third quarters.

201S-203S: ADVANCED HIGH SCHOOL MATHEMATICS. This course is a continuation of Junior High School Mathematics. The typical parts of Algebra, Geometry and Trigonometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on assigned readings, discussions, and examination of text-books form a part of this course.

Text: Schultze, The Teaching of Mathematics in Secondary Schools.

Five periods per week for first and second six weeks.

SCIENCE

This department offers courses in Biology, Nature Study, Agriculture, Chemistry, Physics, and General Science.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

111S-112S-113S: JUNIOR HIGH SCHOOL SCIENCE. This course is intended for those preparing to teach science in Junior High Schools and includes General Science and Elementary Biology. In addition to the study of standard texts the work embraces projects, excursions, reports, lecture demonstrations, laboratory work and practical experience in conducting, designing and equipping a school laboratory. Methods are developed with the subject-matter. Making collections for school use and preparing to teach under ordinary school conditions are given careful consideration.

For writeup of Biological part of this course, see Rural Arts 113S.

Text: Tower and Lunt, The Science of Common Things.

One single and two double periods per week for the session.

Laboratory fee, \$1.00 per quarter.

131S-132S-133S: CHEMISTRY. This course is intended for Household Arts students who have had no previous chemical training. It will bring out the relation between the fundamental principles of chemistry and their applications, and will emphasize the applications to things of practical interest in the home.

Text: Black & Conant, Practical Chemistry and Laboratory Guide.

Two double periods per week for the session.

Laboratory fee, \$1.00 per quarter.

201S-203S: HOME CHEMISTRY. Prerequisite, one year of general chemistry with laboratory. This course is a study of such chemistry as finds application in the home. It embraces the chemistry methods employed in the examination of fuels, drinking water, atmosphere, textiles, and foods, with special reference to adulteration, imitations, preservatives, poisonous substances, etc.

Text: Beery, Chemistry Applied to Home and Community.

Five periods per week for the first and second six weeks.

Laboratory fee, \$1.50 per quarter.

211S-212S-213S: PHYSICS. This course covers the requirements of general physics and emphasizes the physical principles in their application to life.

Text: To be selected.

One single and two double periods per week for the session.

Laboratory fee.

RURAL ARTS

The Rural Arts Department has for its laboratory a sixty-acre farm, an interesting stream which wends its way about the edges of the campus, and a spacious and inviting grove. The farm is equipped with a poultry plant, hogs, horses and orchards, giving sufficient space for school gardens nearby.

The courses offered are designed primarily (1) to bring the students into intelligent, sympathetic touch with their environment, to develop an interest in living, growing things, and an appreciation of the natural surroundings, (2) to prepare teachers for nature study in the grades.

101S: NATURE STUDY. This course includes a study of plants and animals, including wild flowers, trees, shrubs, plant propagation, insects and birds. Special reference is given to their growth, adaption to environment and relation to man.

No text is used. Library references and the campus and surrounding country our best text.

Laboratory fee, 25 cents.

Three periods per week for the first quarter.

102S: NATURE STUDY. The first part of this quarter is given to the study and application of psychological principles as applied to nature study. The lesson plan formed is developed, type lessons are taught and discussed.

The last part of the quarter is given to garden study in preparation for the practical garden work.

Laboratory fee, 25 cents.

Three periods per week for the second quarter.

103S: NATURE STUDY. This quarter offers an intimate study of birds, flowers, trees, insects and gardening.

Text: Hodge, Nature Study and Life.

Laboratory fee, 25 cents.

Three periods per week for the third quarter.

113S: **ELEMENTARY BIOLOGY.** This course is intended for those preparing to teach Biology in high schools and is designed to acquaint the prospective teacher with the subject through lectures, laboratory work, field trips, and reference work in the library. Such topics as interdependence of organisms as shown by insects and flowers, simple organisms of protozoans, and study of life histories and adaptation to environment, receive careful consideration. Microscopic studies are made throughout the course.

Text: Peabody and Hunt, Biology.

One single and two double periods per week.

SOCIAL SCIENCES

101S: **HISTORY-GEOGRAPHY.** Unit Course under Elementary Education. Geography and History are combined in a study of geographic, social, historical and economic factors underlying human society.

101S: **REGIONAL GEOGRAPHY.** Continent formation is studied in relation to soils and minerals. Climate is treated in relation to forests and agriculture. The production of raw materials as related to manufacturing, transportation and commerce. Map study, excursions, and problem work comprise an essential part of this work.

Text: Atwood, New Geography.

Laboratory fee, 25 cents.

Two periods per week for the first quarter.

102S: **UNITED STATES HISTORY.** Epochs of American History are studied by means of problems and reports. The development of American institutions from the standpoint of political science gives the student the subject-matter of college history. Such a systematic course gives a background for history teaching in the elementary and high school grades.

Text: Board, United States History.

Three periods per week the second quarter.

103S: **CITIZENSHIP.** The ordinary problems of government developed in course 102 here receives a wider treatment in the forms and powers of government. Current political, social and economic problems are intensively studied, sometimes by debates, problems, or discussions from current periodicals. Students subscribe to a current periodical for the duration of the course.

Library reference work.

Three periods per week for the third quarter.

Soc. Sc. 111S: **ANCIENT HISTORY.** From early antiquity to the end of the Crusades. The course traces two lines. Ethnic studies develop the evolution of race types which have made the modern world. Social studies trace the progress of human institutions from early civilization to modern times. A college course introductory to Modern Europe and United States history.

Text: West, Early Progress.

Three periods per week for the first quarter.

122S-132S: **HISTORY-GEOGRAPHY FOR THE PRIMARY AND INTERMEDIATE GRADES.** An intensive study of community history-geography leads to the state of Virginia as a whole. The history element is developed by the story method, introducing the art of story telling. History is developed by personality. Regional and human geography of the state is carried over into a rapid survey of the nation and the world.

Laboratory fee, 50 cents.

Part of unit course.

201S-203S: MODERN EUROPE. Beginning with a rapid survey of the social evolution of the modern world, this course lays special emphasis on the development of the great nations since 1789.

Text: West, Modern Progress.

Five periods per week for the first and second six weeks.

HOME ECONOMICS

The course in Home Economics include subjects dealing with food, clothing, and shelter as related to the welfare of the home. These courses are planned to meet the needs of students who may become teachers of these subjects in the schools; and to train students to become efficient home-makers.

The health and happiness of a home depends upon the knowledge and skill of the woman who has the home in her keeping; her ideals of home life; and her ability to carry these out in a practical way. Hence, the courses in foods, textile study, dress-making, millinery, home nursing, and home management are given with these specific aims in mind—to develop ideals of a better home-life by a knowledge of true economy in the selection of foods and textile materials used in the home; by practical training in menu-making from a health standpoint, as well as attractiveness of service; in the practical processes of sewing and dress-making; and the study of problems connected with efficiency in home management.

Open to all students who elect Courses III or IV.

All students who enter Cookery classes are requested to have at least two long white aprons with bibs.

101S-102S-103S: FOODS AND COOKERY. This course is a beginning study of foods from the standpoints of composition, nutritive value and place in diet; practice is given in applying principles of cooking to carbohydrates, fats, proteins and foods containing mineral salts, water and vitamins; simple meals are planned, prepared and served, according to the needs and home environment.

Open to students electing Course IV.

Text: Greer, Textbook of Cooking.

Fee, 50 cents per quarter.

One single and two double periods per week for the session.

201S-203S: FOODS AND COOKERY. This course includes a study of the problems of well-balance meals; and menu-making for breakfasts, luncheons and dinners. The various methods of preparation and garnishing of foods is emphasized. The different styles of Table Service are used in the actual serving of varied menus for breakfasts, for luncheons, and for dinners. Effort is made to develop initiative and skill of students in applying principles of cookery with successful results.

Open to students who have had Foods and Cookery 101-102, or its equivalent. Lectures, laboratory work and reference reading.

Text: Fannie M. Farmer, Boston Cooking School Cook Book.

Fee, \$1.00 per quarter.

One single and two double periods per week for two quarters.

111S-112S-113S: CLOTHING. Principles of design are emphasized in the choosing of materials and the selection of patterns, suitable to the wearer and to the occasion. Practice is given in accurate measurements, drafting patterns, economical cutting and fitting. Particular attention is given to the study and use of silks; the adaptability of the finer cotton and silk materials to undergarments and dresses.

Open to students who have had Clothing 103S.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and two double periods per week for the session.

211S-213S: CLOTHING. Projects are similar to those studied in Clothing 111-112-113. More advanced problems in designing, selection of materials, and suitable decoration according to principles of line, form, color, and texture of various fabrics, are taken into consideration.

Open to students who have had Clothing 111S-112S-113S, or its equivalent.

Text, Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and one double period per week for two quarters.

223S: HOME NURSING. For writeup see Health Education 213S.

Three periods per week for the third quarter.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public school curriculum, in its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The Art School trains the professional artist—the Public School should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The art courses aim to acquaint the student thoroughly with the principles of art, and at the same time to apply and adapt these principles to public school needs.

We believe that the course of study in art should exist as a “permanent state of mind—a habit or body of habitual practices”—that is, it should be largely an outgrowth of problems that come up and be applied to all things—not so much a set of things to be done, but rather a development of good judgment and cultivated appreciation, so that an ideal is established for doing all things in a fine way.

Fees in this department cover cost of tools and materials used.

Ample reference material is found in the library.

111S-112S: FINE ARTS—DRAWING, DESIGN AND HANDWORK. This course includes a study and application of the principles of design thru line, dark and light, and color to projects arising in the primary and grammar grades. Also a brief study and application of the principles governing representative drawing. Theory and practice of teaching art in the primary and grammar grades, observations and discussions are included.

Two double periods per week for the first and second quarters.

Fee, \$2.00.

Section I for primary group.

Section II for grammar group.

142S: INDUSTRIAL ARTS. This course is intended for those specializing in teaching in the high school. The emphasis is upon woodwork for the Rural Junior High School.

Two double periods per week for the second quarter.

Fee, \$1.75.

201S-203S: ADVANCED DRAWING, DESIGN AND HANDWORK. Continuation of Course 111S-112S.

Two double periods per week for two quarters.

Fee, \$2.50.

261S: INDUSTRIAL ARTS. Continuation of work of first year.

One single and two double periods per week for the first quarter.

Fee, \$2.25.

251S-253S: ART APPRECIATION. A discussion of the opportunities open to every teacher for teaching art appreciation, including a study of pictures, costs, etc., suited to the grades and high school. A brief survey of the field of art in all ages is also given. A note book of the course is required.

One period per week for the first six weeks of two quarters.

Fee, 75 cents.

MUSIC

The department offers two courses:

(a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.

(b) A course which treats of the professional, historical, literary and aesthetic side of music, and which is intended for those students who wish to become supervisors of public school music.

101S-102S-103S: TEACHER'S GRADED COURSE: This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually suitable music for the first five grades.

101S: Music. This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Third Year Music; Manual of Dictation, Book I; Music Writing Book, Number I.

Two periods per week for the first quarter.

102S: MUSIC. This course is a continuation of Music 101S, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Manual of Dictation; Book II; Music Writing Books, Numbers II and III.

Two periods per week for the second quarter.

103: MUSIC. This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music.

Two periods per week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

211S-213S: ADVANCED MUSIC. The following are some of the topics for consideration. Classification of Voices, The School Chorus, the Glee Club, the Quartet, the Trio, the Changing Voice and Methods for Caring for Same, Materials Suitable for High School Purposes, Chorus Conducting, Orchestra Conducting.

Two periods per week for two quarters.

251S-253S: MUSIC APPRECIATION. This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is a requirement.

One period per week for the second six weeks of two quarters.

Fee, 50 cents.

CHORUS. Chorus singing is required of all students who can sing.

Material: NeCollins, Glee and Chorus Book.

One period per week for the session.

GLEE CLUB. The members of the Glee Club are selected by the director.

One period per week for the session.

SENIOR QUARTET. The members of the Quartet are selected from the Glee Club.

One period per week for the session.

JUNIOR TRIO. The members of this organization are selected from the Glee Club.

One period per week for the session.

Toward the close of the year a concert is given by the organizations in the department of Music. Preparation for the concert is made in regular class time.

PRACTICE TEACHING. Students do practice teaching in Music in the city or rural training schools under the supervision of the department.

PIANO

The entire work is based upon the Progressive Series of Piano Lessons, edited by such international authorities as Leopold Godowsky, Josef Hoffman, Emil Sauer, Edgar Stillman Kelly, and others. The Progressive Series of Piano Lessons covers the fundamental principles of the theory of music and piano-playing in a thoroughly correlated manner, and is the text on which the work is operated.

Graduates in this department are credited with work done here, and admitted to advanced standing in the leading conservatories and universities of the country. Since Progressive Series teachers are required to meet certain standards, the pupils of such teachers in the State will be credited in this institution with the work done under them.

121S-122S-123S: The scope of the work for the first year is as follows: The first eighteen theory lessons of the Progressive Series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year.

Two periods per week for the session.

241S-243S: The second-year requirements in piano are as follows: The second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year.

Two periods per week for the two quarters.

VOCAL MUSIC

131S-132S-133S: VOCAL MUSIC. This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production and dictation are studied.

At least two recitals are given by the Voice students of the summer quarter.

Two half hour periods of class work per week, plus one-half hour daily practice.

231S-233S: VOCAL MUSIC. Same as Vocal Music 131S-132S-133S except of a more advanced character.

Two half hour periods of class work per week, plus one-half hour daily practice.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

FIRST YEAR

101S: SONGS AND GAMES, STORIES AND RHYTHMIC PLAYS. In the Junior year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple ring games and management of primary grades on schoolroom floor and playground. Seasonal and occupational story games and plays. Lessons are planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium. Stecher, Rhythmic Action, Plays and Games. State Course of Study in Physical Education, etc.

Three periods per week for the first quarter.

102S: PHYSICAL EDUCATION. This quarter is devoted to Physical Education suitable for grammar grades. Swedish exercises are introduced, simple folk dances, competition games for schoolroom and playground, marching, some light and heavy apparatus work, adaption of games to teaching other subjects and athletics suitable for grammar grades. Posture tests. Lessons planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Crompton, Folk Dances; Burchenal, Folk Dances; Hill, Swedish Exercises.

Three periods per week for the second quarter.

103S: PHYSICAL EDUCATION. ATHLETICS. This course is intended for High School Work. Formal floor work, athletics, folk dances, field and track work, relief and recreational exercises, higher forms of class management on floor and playground, more difficult types of Swedish Lessons, marching tactics, light and heavy apparatus. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

101S-103S: HEALTH EDUCATION. HYGIENE AND PHYSICAL INSPECTION. The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions. The personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicine and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health. Covers the requirements of the West Bill.

Three periods per week for the first or third quarter.

111S: HEALTH EDUCATION. Same as 101S.

Five periods per week for the first six weeks.

Repeated for the second six weeks.

SECOND YEAR

PRIMARY GROUP

201S-203S: In the Senior Year the point of view changes, and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of the exercises, their aim, order, and progression. Material and methods are given the student which will be practical for their own teaching.

201S: EDUCATIONAL GYMNASTICS. The subject is viewed as to the physical and educational effects. The need of more freedom and recreation in the schoolroom is stressed. Rules for conducting recreation in the room, quiet games, etc. Rules for sitting, rising, and class management. Special holiday and seasonal plays for primary grades. Lessons planned and taught. Notebook required.

Texts: Skarstrom, Educational Gymnastics; Bancroft, Physical Education in the Primary Grades, etc.

Three periods per week for the first quarter.

203S: EDUCATIONAL GYMNASTICS. Continuation of study of educational gymnastics. Playground work, including the construction of playgrounds and playground apparatus suitable for small children. Combining physical education with other subjects. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

GRAMMAR GRADE GROUP

201S: EDUCATIONAL GYMNASTICS. Plays and games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish free-hand exercises according to age and group. Value of organized games. Selection of easy folk dances, games for schoolroom and playground. Lessons planned and taught. Notebook required.

Text: Skarstrom, Educational Gymnastics.

Three periods per week for the first quarter.

203S: EDUCATIONAL GYMNASTICS AND GAMES. Continuation of above outlined work with introduction of light and heavy apparatus, especially light apparatus that can be used in the schoolroom. Selection of Swedish exercises and athletics for grades. Planning of exhibitions, festivals, and field day. Lessons planned and taught. Notebook required.

Text: Same as above.

Three periods per week for the third quarter.

HIGH SCHOOL GROUP

201S: EDUCATIONAL GYMNASTICS AND ATHLETICS. In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to former floor work, the types and progression of gymnastics for high school use are studied. Light and heavy apparatus, construction of balance beams, horizontal bars, hurdles, and other playground apparatus. Lessons planned and taught. Notebook is required.

Texts: Skarstrom, Educational Gymnastics; Posse, Special Kinesiology. Health by Stunts, Pearl and Brown.

Three periods per week for the first quarter.

203S: EDUCATIONAL GYMNASTICS AND ATHLETICS. Students are given opportunity to observe and try out methods. Seniors conduct badge contest, including program, etc. Standing and running broad jump, running high jump for form, making of running track and jumping pit, etc. Pageants, exhibitions, etc., suitable for High School. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

211S: HEALTH EDUCATION. Same as 111S.

213S: HEALTH EDUCATION. HOME NURSING. The aim of this course is to give a few of the most helpful suggestions on the home care of the sick. It is not designed to fit anyone sufficiently to permit her to become either a registered or trained nurse or attendant. This course also aims to help in the conservation of child life by teaching child care and feeding.

Three periods per week for the third quarter.

Non-Professional Courses

STATE REVIEW COURSES FOR FIRST OR SECOND GRADE CERTIFICATE

The courses required for First Grade Certificate are as follows:

FIRST GRADE SUBJECTS

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
Applicant's Form...10	Grammar & Comp...10	Algebra..... 5
Arithmetic.....10	Va. History..... 5	Classics..... 5
Geography..... 5	Civics..... 5	Eng. History..... 5
Hygiene..... 5	Principles of Teach- ing..... 5	Agriculture..... 5
Methods in Read- ing..... 5	Drawing..... 5	Phys. Geography or
U. S. History..... 5	Spelling..... 5	General Science.... 5
40	35	25

The courses required for Second Grade Certificate are as follows:

SECOND GRADE

	<i>Points</i>
Applicant's Form.....	10
Arithmetic.....	10
U. S. History.....	5
Geography.....	5
Hygiene.....	5
Methods in Reading.....	5
Grammar.....	10
Virginia History.....	5
Civics.....	5
Principles of Teaching.....	5
Drawing.....	5
Spelling.....	5
Total.....	75

NOTES ON FIRST AND SECOND GRADE COURSES

1. A student having a minimum of two years of high school work to her credit is permitted to take the work for First Grade Certificate. A student having less than two years of high school work to her credit must take the Second Grade Certificate course. No examinations for a second grade certificate will be given after August 31, 1924.

2. The subjects required for First Grade are divided into three groups. These groups may be taken in three successive summers, or Groups I and II may be taken the first summer and Group III the second summer, or all three groups may be taken the first summer. Groups I and II, or I, II and III may be combined for the First Grade Certificate if taken during both terms during the same summer at the same summer school. The exact regulation of the State Board of Education on this point is as follows:

"A student who has been in attendance at a Normal School for thirty days during the first term of the summer school and who upon taking the examinations leading to a first grade certificate, or any division of this certificate, fails to make the required grade, at the discretion of the president of the same Normal School may be permitted to take a second examination at the close of the second term of the summer school in such subjects in which the student made here lowest grades in the July Examination. These grades may be substituted for those secured in the same subjects at the July Examination, provided that the student has been in attendance at the same Normal School for thirty days during the first term of the summer school, and thirty days during the second term of the summer school the same year, and meets the requirements and standards for a first grade certificate or any division of the same as set up by the State Department of Education."

3. Similarly a student taking the subjects required for second grade certificate during the first and second terms at the same summer school the same summer may combine the subjects during the two terms in accordance with the following regulations of the State Board of Education:

"A student who has been in attendance for a period of thirty days at the Normal School, and who, upon taking the examination leading to a second grade certificate, fails to make the required grade, upon the recommendation of the president of the same Normal School, may be permitted to take a second examination at the close of the second term of the summer school in such subjects in which the student has made the lowest grades at the July Examinations. These grades may be substituted for the grades secured in the same subjects at the July Examination provided that the student has been in attendance at the same Normal School for thirty days during the first term of the summer school and thirty days during the second term of the summer school of the same year, and has met the requirements and standards for a second grade certificate set up by the State Department of Education."

4. All of the courses for both the first and second grade certificate are given during the first term and are repeated during the second term.

5. Students taking non-professional courses who intend to attend the summer school during one term only are advised to attend the second term rather than the first term, since the school will be somewhat smaller during the second term and we can probably during the second term accommodate a number of non-professional students in the dormitories. We will hardly be able to accommodate any non-professional students in the dormitories during the first term, since the dormitory rooms are reserved for students taking professional courses and students taking non-

professional courses will be accommodated only if there remains rooming space after all professional students have been accommodated. This cannot be positively known until the school opens. All dormitory spacings not occupied by professional students at the opening of the school will be assigned to non-professional students.

6. Special attention is called to the fact that the examinations on all of the first and second grade subjects are given and graded at the school by the professors in charge at the close of each term and the school will be prepared to announce on the day the second term begins, the grades of those students who may wish to remain during the second term for such combinations as are mentioned above. Students holding a first or second grade certificate who wish to take courses for the renewal of such certificates will have courses arranged for them by the Academic Dean. Such courses may be taken to satisfy the conditions for renewal during either the first or the second term.

7. *Requirements for First Grade Certificate:*

The applicant must

- (a) have at least two years of high school work;
- (b) must be at least 19 years of age;
- (c) have taught successfully at least seven months;
- (d) make an average of 85 percent on the examinations consisting of all of the subjects required for first grade certificate and grouped above under the three groups.

This certificate is valid for five years and renewable for a similar period. It permits the holder to teach in the elementary grades. An applicant who makes first grade averages but has not the requisite experience, or is not of required age may receive a second grade certificate convertible into the first grade when the above requirements are made.

8. On completing Group I with an average of 85 percent (34 out of 40 points), the student receives a provisional second grade or a second grade good for one year.

On completing Groups I and II with an average of 85 percent on each group (34 points on Group I and 29.75 points on Group II), the student receives a provisional first grade.

On completing all three groups (whether in one, two or three successive summers), with an average of 85 percent on each group (34 points on Group I, 29.75 points on Group II, and 21.25 points on Group III), the student receives a full first grade, provided age, experience and character conditions for a first grade have been met.

9. Students desiring to take the work for first grade should present to the Registrar on entrance a statement from the principal of her high school, or from her division superintendent, to the effect that two years of high school work have been completed.

10. The classic required in Group III for the summer of 1924 is Shakespeare's *Macbeth*.

11. The examinations will be prepared and conducted at the school by the Director of the summer quarter and the faculty, with the approval of the State Board of Education. Papers will be kept on file at the school and any question arising as to grading of papers, credits, etc., will be handled by the Director of the summer quarter with whom teachers should correspond. Questions relating to the certificate based upon the work taken at the summer school should be submitted to Miss Rachel E. Gregg, Supervisor Teacher Training, Department of Public Instruction, Richmond, Va. The Department of Public Instruction alone has authority to grant State certificates to teach in Virginia. Miss Gregg requests that teachers wait for at least thirty days after an examination before writing relative to certificates, as it takes considerable time to issue the several thousand certificates after reports are sent in from the examinations.

12. Students intending to take the first grade course will note that Groups I and II together comprise the subjects required for second grade. Those taking these two groups in 1924 for a provisional first grade and failing in first grade marks, but making second grade marks will receive a second grade certificate.

13. The second grade certificate is good for two years and renewable for two. The holder may teach in the elementary school.

14. Students taking the course for second grade should note that no division of the examination is permitted. Taking over during the second term of the summer school the second grade subjects on which the applicant failed during the first term is not considered a division of the examination. This is permitted as stated elsewhere in these notes. The average required for second grade certificate is 75 percent or 56.25 points.

15. If the student is taking the subjects for the second grade but is eligible for the first grade course and passes on Groups I and II with first grade average on each group at one examination (the two terms during the same summer may be considered one examination), she will receive the provisional first grade; if such a student makes Group I with first grade marks she will be given a provisional second grade. This is the only condition under which a provisional second grade is given.

16. *Text Books.*

The books to be used as the basis for the work for first and second grade certificates are given below. The names of the publishers and their addresses are also given. Teachers are advised to provide themselves with such of these books as they will use. Any other standard books on the several subjects may, in most cases, be used instead of the regular texts, and teachers should bring with them such of these as they have. Books may be ordered for students after their arrival and assignment to classes, but this will not be done except upon written request. In all such cases the students are obliged to take and pay for the books ordered.

TEXTBOOKS ON WHICH QUESTIONS FOR THE STATE EXAMINATION WILL BE BASED

Agriculture—Duggar. *Agriculture for Southern Schools.* The Macmillan Co., New York.

Algebra—Wells & Hart. *New High School Algebra.* D. C. Heath & Co., New York.

Classics—Shakespeare. *Macbeth.*

Civics—Hughes. *Elementary Community Civics.* Allyn & Bacon, Boston, Mass.

Drawing—Industrial and Applied Arts Drawing Books. Mentzer, Bush & Co., Chicago, Ill., or

Industrial Art Textbooks. Laidlaw Bros., New York, or

Practical Drawing. Practical Drawing Co., Cleveland, O.

English History—Cheney. *Short History of England.* Ginn & Co., New York.

Geography—Frye-Atwood. *New Geography, Book II,* or

Frye. *Higher Geography.* Ginn & Co., New York.

General Science—Clark. *Introduction to Science.* American Book Co., New York.

Grammar and Composition—Emerson & Bender. *Modern English, Book II.* The Macmillan Co., New York.

Methods of Teaching Reading—State Elementary Course of Study, pp. 121-154.

Physical Geography—Dryer. *High School Geography.* American Book Co., New York.

Physiology and Hygiene—Ritchie. *Primer of Sanitation and Physiology.* World Book Co., Yonkers, N. Y., or

Winslow. *Healthy Living.* Chas. E. Merrill Co., New York.

Spelling—New World Speller. World Book Co., Yonkers, N. Y.

Principles of Teaching—State Elementary Course of Study, Part I.

United States History—Riley, Chandler and Hamilton. Our Republic. Hunter & Co., Richmond, Va.

Virginia History—Wayland. History of Virginia. The Macmillan Co., New York.

Any of these books may be ordered direct from the publisher, or may be procured from the book store of the school after arrival.



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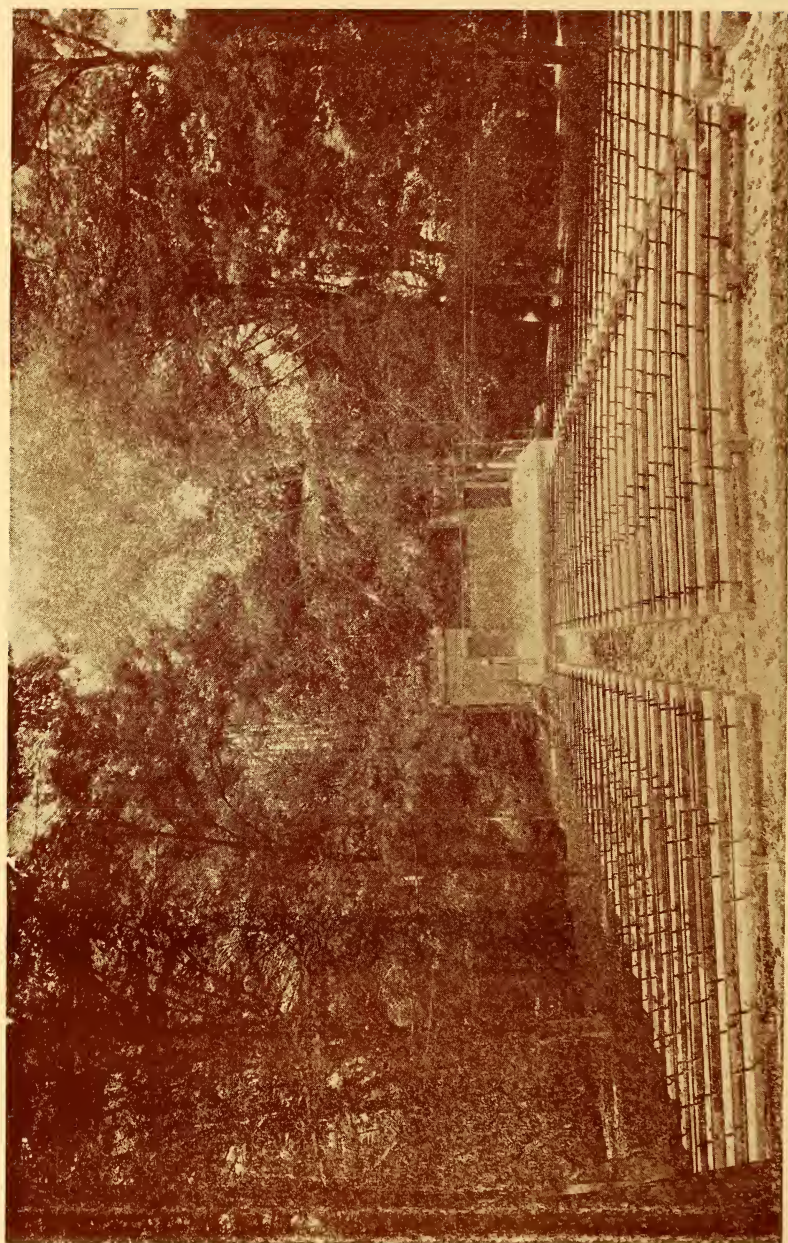
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